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ABSTRACT

The manual presents an empirically based scoring system to evaluate interactions between college students with physical disabilities and their professors. It specifies 28 situations involving physically disabled students and professors along with 196 reasonably common behaviors in each of these situations (with frequency and social appropriateness values). Situations are grouped into seven categories: general issues, class activities, time issues, personal issues, third person, special consideration, and grading issues. Frequency scores are based on the mean of the professors' and students' ratings, with social appropriateness ratings made by students and professors provided separately for each behavior on 10 point scales. Behaviors are grouped into those initiated by students and those initiated by professors and presented in rank order of frequency. A description of the development of the scale methodology concludes the document. (CL)

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Professor - Physically Disabled College Student Interaction: Scoring Manual[1]

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PURPOSE

The purpose of this manual is to provide an empirically based scoring system to evaluate the appropriateness of various interpersonal behaviors between college students who have a physical disability and their professors. Scoring is based on ratings made by 74 college and university professors who have taught disabled students and by 37 college and university students with various disabilities (Fichten, in press; Fichten, Amsel, Bourdon, & Creti 1985; Fichten, Bourdon, Creti & Martos, in press).

The following information is provided in this manual:

a) a list of 28 situations involving physically disabled college students and their professors (Appendix 1),

b) a list of 196 reasonably common behaviors by physically disabled college students and their professors in each of these situations, with frequency and social appropriateness values (Appendix 2), and

c) a brief methodological description of how the scoring system was determined (Appendix 3).

SITUATIONS

Twenty-eight situations involving physically disabled students and their professors in institutions of higher education are listed in Appendix 1. These situations are grouped into seven categories: general issues, class activities, time issues, personal issues, third person, special considerations and grading issues.

FREQUENCY AND SOCIAL APPROPRIATENESS OF BEHAVIORS

Some situations require behavior initiated by the professor, some by the student with a disability, and some by either the professor or the student. In addition some of the behaviors are reasonably common while others are less so. Therefore, in Appendix 2 scores indicating both the frequency of each behavior as well as its social appropriateness are provided. Both scores are presented using 10-point scales.

METHODOLOGICAL NOTES

Appendix 3 presents information on item selection and on the methodology used to determine the frequency and appropriateness values for behaviors.

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APPENDIX 1

Situations

Appendix 1 lists interaction situations between professors and students who have a physical disability. Situations are grouped under seven headings.

Interaction Situations

Section 1: General Issues

1) Before classes start
2) During the first few days of classes (i.e., before course change)
3) During the term

Section 2: Class Activities

1) Professor notices that student is often absent
2) Professor notices that student has not been participating in class activities
3) If student needs help from classmates (e.g., note taking, reading, etc.)

Section 3: Time Issues

1) In class
2) Out of class

Section 4: Personal Issues

1) Student-professor interaction
2) Professor notices that student has problems with grooming (e.g., buttons)
3) Professor notices that student has problem with inappropriate social behavior (e.g., continually interrupting others, etc.)
4) Professor notices that volunteer helper is doing too much for student
5) Professor notices that volunteer helper is doing a poor job of helping the student

Section 5: Third person

1) Consulting a third person, such as a handicapped information coordinator, counsellor, disability expert, etc.

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Section 6: Special Consideration

1) Use, in class, of words related to the student's physical disability (e.g., see, hear, walk)
2) Discussion, in a class with a physically disabled student, of concepts related to physical disabilities as part of course material (e.g., studies about disabling diseases, reactions to disability)
3) In class where student has difficulty taking notes
4) Hearing impaired student doesn't understand classmates' comments in class
5) Classmates do not understand the comments of a student with a speech impairment
6) Professor isn't sure that a hearing impaired student understands him/her
7) Hearing impaired student is having difficulty understanding professor's speech
8) In a class where a student has a speech impairment
9) Professor doesn't understand a student with a speech impairment
10) In a class where a student has a visual impairment
11) In a class where a student has a mobility impairment

Section 7: Grading Issues

1) The course requirements, although difficult, are not impossible for the student
2) Student's final grade is a failure because his/her disability made the course requirements impossible for him/her to meet
3) Student's final grade is a failure, although the course requirements were <u>not</u> impossible for him/her to meet

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APPENDIX 2

This appendix provides frequency and social appropriateness values for behaviors initiated by disabled students and by their professors in each of the 28 interaction situations.

Frequency scores are based on the mean of the professors' and disabled students' ratings (1 = very rarely, 10 = very often). Social appropriateness ratings made by students and by professors are provided separately for each behavior on 10 point scales (1 = very inappropriate, 10 = very appropriate). Behaviors are grouped into those initiated by students and those initiated by professors; these are presented in rank order of frequency.

Frequency and Appropriateness of Behaviors

	Frequency (1 = very rarely) (10 = very often)	Appropriateness (1 = very inappropriate) (10 = very appropriate) Students	Professors
Section 1 (General Issues)			
1) Before classes start			
Student initiated behavior			
1) Student approaches professor before course starts only if he/she foresees problems with the course.	5.80	8.11	7.21
2) Student asks professor for a course outline and requirements.	4.99	7.50	9.19
2) During the first few days of classes (i.e., before course change):			
Student initiated behavior			
1) If professor didn't approach student, the student approaches professor to discuss course issues related to his/her disability	5.00	8.22	9.15
2) Student tells professor about things he/she is unable to do.	4.86	7.80	9.15
3) Student doesn't approach professor about course concerns related to his/her disability.	4.70	4.31	4.10
4) Student informs professor of the possible adjustments professor could make to make the course more manageable for him/her (e.g., equipment, teaching style, course content).	4.63	7.81	8.34
5) Student tells professor about what help he/she will be getting from others (e.g., classmates, tutor, volunteers).	4.16	6.08	8.49
6) Student tells professor that he/she needs no special consideration and should be treated like anyone else.	3.70	5.97	6.86
7) Student asks professor about resources available for disabled students.	3.66	6.97	8.15
8) Student tells professor about possible medical and safety problems that may occur in class (e.g., seizures, fire drill).	3.53	6.81	8.62
9) Student gives professor summary of his/her medical history (e.g., 10% vision, life long disability).	3.35	5.17	6.45

	Frequency (1 = very rarely) (10 = very often)	Appropriateness (1 = very inappropriate) (10 = very appropriate)	
		Students	Professors
10) Student asks professor whether he/she thinks that the course is appropriate for him/her.	3.35	5.50	8.10
11) Student explains that he/she may frequently be late for class (leave early) because of his/her disability.	3.23	5.25	7.03
12) Student tells his/her discussion group about his/her disability.	3.10	4.44	5.69
13) Student asks professor not to mention his/her disability to classmates.	2.80	4.86	6.37
14) Student tells the whole class about his/her disability.	1.79	3.33	3.71
Professor initiated behavior			
1) Professor approaches student only if he/she foresees problems with the course.	5.58	7.17	7.30
2) Professor asks student about things student is capable of doing (e.g., writing papers, arranging for note-takers)	4.47	3.06	3.12
3) Professor asks student about possible adjustments that he/she could make (e.g., equipment, course content, grading arrangements).	4.27	7.69	8.08
4) Professor announces, "If anyone needs special arrangements, come and see me".	4.23	7.30	7.47
5) Professor asks student about things student is unable to do.	4.07	6.70	7.19
6) Professor asks student what help he/she will be getting from others	3.67	5.40	6.92
7) If student didn't approach professor, professor approaches student to discuss course issues related to his/her disability.	3.60	6.92	6.89
8) Professor explains to student why he/she thinks the course is inappropriate due to student's disability.	3.43	5.22	6.35
9) Professor asks student about possible medical and safety problems (e.g., seizures, fire drill).	3.36	6.49	8.36
10) Professor warns student that the course is very difficult.	3.01	3.43	4.69

	Frequency (1 = very rarely) (10 = very often)	Appropriateness (1 = very inappropriate) (10 = very appropriate) Students	Professors
12) Professor asks student if he/she needs help finding volunteers.	2.92	6.94	6.98
13) Professor tells student about campus resources available to disabled students.	2.86	7.36	8.05
14) Professor asks student about resources available for disabled students (e.g., equipment, centers, experts).	2.77	7.38	7.54
15) Professor tells the class about the student's possible medical and security needs (e.g., seizures, fire alarms, etc.).	2.08	3.83	5.10
16) Professor asks student for a summary of his/her medical history.	2.06	3.39	3.03
3) During the term:			
Student initiated behavior			
1) If professor doesn't offer help, student asks for needed help.	5.22	8.31	9.23
2) Student periodically asks the professor how he/she is doing in the course.	3.42	5.76	6.97
3) Student drops course because professor has not made the necesary adjustments.	3.04	3.32	5.07
4) Student frequently reminds professor of the needed adjustments that aren't being made; if this doesn't work, student stops doing this.	2.92	2.86	4.60
5) Student uses equipment in class without having consulted the professor.	2.82	3.14	4.00
6) Student frequently reminds professor of the needed adjustments that aren't being made; even if this doesn't seem to work, student persists in doing this.	2.78	5.50	6.74
7) Student does not use necessary equipment in class.	2.47	2.94	2.75

	Frequency (1 = very rarely) (10 = very often)	Appropriateness (1 = very inappropriate) (10 = very appropriate) Students	Professors
Professor initiated behavior			
1) Professor, contrary to his/her usual procedure, periodically asks the student how he/she finds the course.	4.11	6.17	6.03
2) Professor often forgets to make the needed course adjustments for the student.	3.56	2.83	2.21
3) If student doesn't ask, professor offers help.	3.40	5.14	6.12
4) Professor, contrary to his/her usual procedure, periodically informs the student how he/she is doing in the course.	3.04	4.08	4.88
5) Professor makes the necessary adjustments, even though these pose difficulties for other students.	2.96	4.03	4.83
6) Professor frequently reminds student of the needed adjustments that the student is not making.	2.54	5.22	5.90

Section 2 (Class Activities)

1) Professor notices that student is often absent.

Professor initiated behavior			
1) Professor follows his/her usual procedure.	6.23	6.86	6.76
2) Contrary to his/her usual procedure, professor speaks to student about this.	3.52	6.16	6.46
3) Contrary to his/her usual procedure, professor does not speak to student about this.	2.96	2.53	2.28

	Frequency (1 = very rarely) (10 = very often)	Appropriateness (1 = very inappropriate) (10 = very appropriate) Students	Professors
2) Professor notices that student has not been participating in class activities.			
Professor initiated behavior			
1) Professor follows his/her usual procedure.	6.34	6.67	6.56
2) Professor restructures class to facilitate participation by student (e.g., small groups, working in pairs, etc.).	3.26	6.06	6.38
3) Contrary to his/her usual procedure, professor speaks to student about this.	3.04	5.19	5.99
4) Contrary to his/her usual procedure, professor does not speak to student about this.	2.55	2.51	2.14
5) Professor speaks to class when student is present concerning encouraging student to participate (having first consulted student about this).	2.54	4.08	5.13
6) Professor speaks to class when student is absent concerning encouraging student to participate.	1.90	3.14	2.61
7) Professor speaks to class when student is present (without first consulting student about this).	1.68	1.78	1.57
3) If student needs help from classmates (e.g., note-taking, reading, etc.)			
Student initiated behavior			
1) Student makes own arrangements for volunteer help.	6.99	8.43	8.06
2) Student asks the class for volunteers.	4.03	7.27	6.90
3) Student asks professor to ask the class for volunteers.	3.11	4.47	7.13
Professor initiated behavior			
1) Professor speaks privately to some students to ask them to help.	3.23	4.03	6.24
2) Professor asks the class for volunteers.	3.18	5.94	6.68
3) Professor tells student to ask the class for volunteers.	2.87	4.19	4.39

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	Frequency (1 = very rarely) (10 = very often)	Appropriateness (1 = very inappropriate) (10 = very appropriate) Students	Professors
Section 3 (Time Issues)			
1) In class:			
Student initiated behavior			
1) Student seeks out as much class time as able-bodied students.	6.00	7.69	8.93
2) Student doesn't ask for needed clarifications during class.	4.67	3.28	3.15
3) Student frequently asks professor for needed clarifications.	4.04	5.69	7.42
Professor initiated behavior			
1) Professor gives the student the same amount of class time as to able-bodied students.	6.92	7.77	7.14
2) Professor tells student, in private, to interrupt him/her whenever he/she doesn't understand something in class.	4.33	6.03	7.35
3) Professor gives more time to disabled student than to able-bodied students.	4.01	5.38	6.28
4) Professor gives less time to disabled student than to able-bodied students	2.22	2.00	1.63
5) Professor tells student, in private, to ask fewer questions in class.	1.88	2.58	2.86
2) Out of class:			
Student initiated behavior			
1) Student doesn't seek out more office time than able-bodied students.	5.88	5.58	5.30
2) Student sees professor whenever he/she has personal problems.	3.46	3.33	5.37
3) Student asks for a regular appointment time each week when he/she can see the professor concerning course material.	3.06	5.53	6.76
4) Student asks professor for further explanations after almost every class.	2.93	4.86	6.18

	Frequency (1 = very rarely) (10 = very often)	Appropriateness (1 = very inappropriate) (10 = very appropriate) Students	Professors
Professor initiated behavior			
1) Professor tells student that he/she may see him/her after class for further explanations.	6.36	7.92	9.11
2) Professor doesn't devote more office time to disabled student who asks for additional time than to other students.	3.66	4.00	3.41
3) Professor schedules a regular appointment time each week when student can see him/her concerning course material.	3.26	5.50	6.31
4) Professor asks student to get others to help him/her with the course because he/she is taking up too much of the professor's time.	2.47	3.62	2.94
Section 4 (Personal Issues)			
1) Student-professor interaction:			
Student initiated behavior			
1) Student tries to make professor more comfortable (e.g., telling professor that he/she isn't upset by people using words such as see, hear, walk).	3.55	6.03	6.40
2) Student asks professor for help with class participation and social contacts.	2.53	3.86	4.96
3) Student asks professor for help with transportation, volunteer help if needed, access to lockers, elevator keys etc.	2.43	4.60	5.01
Professor initiated behavior			
1) Professor asks student how he/she should respond to student's disability (e.g., ignore it, keep in mind, never mention it, etc.).	3.07	5.54	5.97
2) Professor tries to make sure that student has appropriate transportation, access to lockers, elevator keys, etc.	2.95	4.28	6.00
3) Professor offers help with social contacts and class participation.	2.82	4.51	4.74

	Frequency (1 = very rarely) (10 = very often)	Appropriateness (1 = very inappropriate) (10 = very appropriate) Students	Professors
2) Professor notices that student has problems with grooming (e.g., buttons).			
Professor initiated behavior			
1) Professor does not tell student about this.	5.41	5.18	5.07
2) Professor asks someone else to speak to student about this.	2.33	2.36	3.31
3) Professor tells student about this.	2.22	3.43	4.17
3) Professor notices that student has problems with inappropriate social behavior (e.g., continually interrupting others, etc.)			
Professor initiated behavior			
1) Professor tells student about this.	3.93	6.15	7.45
2) Professor does not tell student about this.	3.92	3.20	2.69
3) Professor asks someone else to speak to student about this.	2.39	2.17	3.14
4) Professor notices that volunteer helper is doing too much for student.			
Professor initiated behavior			
1) Professor speaks to no one.	4.57	3.30	2.77
2) Professor speaks to student and volunteer together	3.01	6.25	6.93
3) Professor speaks only to volunteer.	2.57	3.44	3.41
4) Professor speaks only to student.	2.73	4.97	4.17
5) Professor notices that volunteer helper is doing a poor job of helping the student.			
Professor initiated behavior			
1) Professor speaks to no one.	4.22	3.35	2.06
2) Professor speaks only to volunteer.	3.23	4.84	5.66
3) Professor speaks to student and volunteer together	3.15	5.08	7.17
4) Professor speaks only to student.	2.85	4.64	3.53

	Frequency (1 = very rarely) (10 = very often)	Appropriateness (1 = very inappropriate) (10 = very appropriate) Students	Professors
Section 5 (Third Person)			
1) Consulting a third person, such as a handicapped information coordinator, counsellor, disability expert, etc.			
Student initiated behavior			
1) Student doesn't involve a third person.	5.86	5.72	5.77
2) Student asks a third person to join him/her and professor in discussing course adjustments.	2.89	5.63	6.87
3) Student asks a third person to speak to professor on his/her behalf concerning resources, adjustments, office time, etc.	2.42	3.69	4.88
Professor initiated behavior			
1) Professor doesn't involve a third person.	5.58	5.47	5.49
2) Professor tells student to consult a third person concerning problems.	3.68	5.14	6.07
3) Professor asks student about resource persons or centers that the professor can consult.	3.59	6.91	7.86
4) Professor consults a third person concerning course adjustments, resources, problems, etc.	3.59	6.54	7.79
5) Professor consults a third person concerning student's failing grades.	3.08	4.08	6.59
6) Professor asks a third person to join him/her and student in discussing course adjustments.	2.70	5.60	6.70

	Frequency (1 = very rarely) (10 = very often)	Appropriateness (1 = very inappropriate) (10 = very appropriate) Students	Professors
Section 6 (Special Considerations)			
1) Use, in class, of words related to the student's physical disability (e.g., see, hear, walk):			
Student initiated behavior			
1) Student uses these words.	7.39	8.15	8.35
2) Student avoids these words.	2.58	2.71	2.60
Professor initiated behavior			
1) Professor uses these words.	7.01	8.06	7.85
2) Professor avoids these words.	2.95	2.57	2.68
2) Discussion, in a class with a physically disabled student, of concepts related to physical disabilities as part of course material (e.g., studies about disabling diseases, reactions to disability):			
Student initiated behavior			
1) Student discusses these concepts.	5.90	7.83	8.28
2) Student avoids, whenever possible, discussing these concepts.	2.97	1.91	2.59
Professor initiated behavior			
1) Professor discusses these concepts.	5.96	7.91	8.47
2) Professor avoids, whenever possible, discussing these concepts.	3.11	2.17	2.44

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	Frequency (1 = very rarely) (10 = very often)	Appropriateness (1 = very inappropriate) (10 = very appropriate) Students	Professors
3) In a class where student has difficulty taking notes:[2]			
Student initiated behavior			
1) Student asks professor's permission to tape lectures.	5.50	7.76	8.80
2) Student asks professor for permission to have a volunteer take notes for him/her.	4.56	6.48	8.60
3) Student asks to use professor's notes.	3.17	5.61	4.00
Professor initiated behavior			
1) Professor agrees to let the student tape his/her lectures.	6.88	8.36	8.89
2) Professor agrees to have a volunteer take notes for the student.	6.06	7.61	8.67
3) Professor agrees to lend his/her notes.	4.27	6.13	5.36
4) Professor refuses to lend his/her notes.	3.65	3.77	4.76
5) Professor suggests that a volunteer take notes for the student.	3.64	6.45	6.11
6) Professor refuses to let the student tape his/her lectures.	2.15	2.86	2.35
7) Professor refuses to allow a volunteer to take notes for the student.	1.58	1.77	1.16
4) Hearing impaired student doesn't understand classmates' comments in class.[3]			
Student initiated behavior			
1) Student doesn't ask professor to repeat classmates' comments.	6.48	2.78	3.22
2) Student does nothing about this.	5.71	3.00	3.13
3) Student asks professor to repeat classmates' comments.	3.54	5.25	6.70
Professor initiated behavior			
1) Professor doesn't repeat, generally, classmates' comments.	5.79	3.67	4.65
2) Professor generally repeats classmates' comments.	4.47	7.00	6.30

	Frequency (1 = very rarely) (10 = very often)	Appropriateness (1 = very inappropriate) (10 = very appropriate) Students	Professors
5) Classmates do not understand the comments of a student with a speech impairment.[3]			
Professor initiated behavior			
1) Professor, who understands student, repeats student's comments in class	5.99	7.62	8.09
2) Professor, who understands student, doesn't repeat student's comments in class.	4.43	3.57	3.12
6) Professor isn't sure that a hearing impaired student understands him/her:[3]			
Professor initiated behavior			
1) Professor asks student to ask questions after class if he/she doesn't understand.	6.22	7.75	7.91
2) Professor asks student, in private, to interrupt if he/she doesn't understand.	5.99	8.11	8.26
3) Professor asks student if he/she understands.	5.85	8.75	7.70
4) Professor asks student to summarize what was just said.	2.95	4.88	3.13
7) Hearing impaired student is having difficulty understanding professor's speech:[3]			
Student initiated behavior			
1) Student doesn't mention problem to professor.	5.03	4.44	2.96
2) Student asks professor to write, whenever possible, (e.g., use blackboard, overhead projectors, handouts).	4.66	8.25	6.39
3) Student asks professor to modify his/her speaking style, (e.g., speak louder, more clearly, more slowly, facing the class).	4.58	8.13	7.74
4) Student frequently asks professor to repeat him/herself.	3.47	7.38	5.35
5) Student asks professor's permission to bring an interpreter to class.	3.37	7.89	6.83
6) Student asks professor to leave lights on during slide and audio-visual presentations (for lip-reading, interpreter, etc.).	3.32	4.43	5.91
7) Student asks professor to paraphrase key lecture points.	3.04	6.75	5.87

	Frequency (1 = very rarely) (10 = very often)	Appropriateness (1 = very inappropriate) (10 = very appropriate) Students	Professors
Professor initiated behavior			
1) Professor agrees to have student's interpreter in class.	5.54	7.67	8.09
2) Professor refuses student's request to leave lights on during audio-visual presentations.	3.65	5.13	4.14
3) Professor agrees to leave lights on, although this makes slides and audio-visual presentations harder to see.	3.23	3.75	5.96
4) Professor asks student to improve his/her vocabulary so that he/she could comprehend (e.g., lip-read) more effectively.	2.70	4.56	4.18
5) Professor discourages student from having an interpreter in the class.	2.28	2.56	2.61
8) In a class where a student has a speech impairment:[4]			
Student initiated behavior			
1) Student asks professor not to require him/her to read aloud in class.	4.41	5.20	7.41
Professor initiated behavior			
1) Professor, although he/she calls on other students, does not call on student to answer questions in class.	5.28	4.21	4.42
2) Professor, in private, asks student if he/she feels comfortable talking in class.	4.59	6.50	8.94
3) Professor frequently calls on student to answer questions in class.	2.63	4.73	3.59

	Frequency (1 = very rarely) (10 = very often)	Appropriateness (1 = very inappropriate) (10 = very appropriate) Students	Professors
9) Professor doesn't understand a student with a speech impairment.[4]			
Profesor initiated behavior			
1) Professor frequently asks student to repeat him/herself.	4.82	6.85	4.34
2) Professor doesn't tell student that he/she doesn't understand.	4.53	4.14	2.91
3) Professor frequently asks student to summarize his/her comments.	3.95	6.21	4.40
4) Professor frequently asks student to paraphrase.	3.84	6.21	4.23
5) Professor frequently asks student to write down what he/she wants to say.	3.68	5.69	4.29
10) In a class where a student has a visual impairment:[5]			
Student initiated behavior			
1) Student arranges to have texts taped.	7.26	9.43	9.39
2) Student asks professor to read everything that he/she writes on blackboard.	6.14	9.14	7.34
3) Student asks the professor to find or develop three-dimensional means to illustrate course material.	2.72	6.00	4.81
Professor initiated behavior			
1) Professor arranges to have texts taped.	2.31	4.57	4.76
11) In a class where a student has a mobility impairment:			
Student initiated behavior			
1) Student is frequently late for class.	3.45	3.56	3.44
Professor initiated behavior			
1) Professor, who does not normally admit late students into class, admits the disabled student who arrives late.	5.62	6.88	7.11
2) Professor asks student to sit near the door for safety reasons (e.g., fire).	3.18	5.44	7.89

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	Frequency (1 = very rarely) (10 = very often)	Appropriateness (1 = very inappropriate) (10 = very appropriate) Students	Professors
Section 7 (Grading Issues)			
1) The course requirements, although difficult, are not impossible for the student.			
Student initiated behavior			
1) Student doesn't ask professor for any special adjustments.	5.48	5.86	6.72
2) Student accepts professor's offer to make special adjustments.	4.85	6.60	6.95
3) Student asks for exemptions from certain course requirements.	4.31	5.67	5.79
4) Student refuses professor's offer to make special adjustments.	3.59	5.11	5.54
5) Student asks for extensions on assignments.	3.26	4.61	4.07
6) Student tells professor that professor is expecting too much.	2.54	3.69	4.01
7) Student asks professor to reduce the amount of work required from him/her (e.g., length, scope, etc.).	2.40	3.42	3.16
Professor initiated behavior			
1) Professor gives student extensions.	5.30	5.92	6.28
2) Professor suggests that student go to the learning center or to the tutorial service for extra help.	4.51	6.85	8.[illegible]
3) Professor makes no special adjustments.	4.36	3.81	4.25
4) Professor suggests that student do extra readings to make up for what he/she misses in class.	4.35	6.35	7.00
5) Professor allows student to write extra assignments and make-up exams to help him/her improve his/her grades.	4.26	5.59	5.93
6) Professor, who doesn't give other students extensions, refuses to give extensions to disabled student.	4.13	5.28	4.58
7) Professor gives student exemptions.	3.56	4.14	4.44
8) Professor changes weights of exams and assignments.	3.07	4.58	4.10

	Frequency (1 = very rarely) (10 = very often)	Appropriateness (1 = very inappropriate) (10 = very appropriate) Students	Professors
9) Although student is doing very poorly in the course, professor tells him/her everything is OK and to just keep on trying.	2.89	2.14	1.86
10) Professor reduces the amount of work required (e.g., length, scope, etc.).	2.77	3.58	3.79
11) Professor refuses student's request to make special adjustments.	2.58	2.86	3.30
2) Student's final grade is a failure because his/her disability made the course requirements impossible for him/her to meet.			
Student initiated behavior			
1) Student asks professor for a make-up exam or extra assignments.	4.76	7.17	6.68
2) Student doesn't take up the professor's offer of a make-up exam or extra assignments.	2.79	2.97	3.76
3) Student asks professor to pass him/her.	2.63	2.49	1.96
Professor initiated behavior			
1) Professor fails student.	4.91	5.09	5.97
2) Professor, contrary to his/her usual practice, takes into account the disabled student's motivation and effort before assigning final grade.	4.20	6.00	5.89
3) Contrary to his/her usual practice, professor offers student a make-up exam or extra assignments.	4.00	6.22	6.34
4) Professor passes student.	3.48	3.71	3.03
5) Professor refuses student's request for a make-up exam or extra assignments.	3.36	3.40	3.53

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	Frequency (1 = very rarely) (10 = very often)	Appropriateness (1 = very inappropriate) (10 = very appropriate) Students	Professors
3) Student's final grade is a failure, although the course requirements were not impossile for him/her to meet.			
Student initiated behavior			
1) Student asks professor for a make-up exam or extra assignments.	3.67	4.14	4.20
2) Student doesn't take up the professor's offer of a make-up exam or extra assignments.	2.97	4.86	4.28
3) Student asks professor to pass him/her.	2.42	1.97	1.69
Professor initiated behavior			
1) Professor fails student.	6.47	7.68	8.60
2) Professor, contrary to his/her usual practice, takes into account the disabled student's motivation and effort before assigning final grade.	3.91	4.22	5.01
3) Professor refuses student's request for a make-up exam or extra assignments.	3.85	5.54	5.60
4) Contrary to his/her usual practice, professor offers student a make-up exam or extra assignments.	3.42	3.58	3.89
5) Professor passes student.	3.02	3.25	1.88

[1] Frequencies are the average of students' (n = 37) and professors' (n = 74) ratings.

[2] Values are based on the combined scores of visually impaired, hearing impaired and cerebral palsied students (n = 23) and on the scores of professors who have taught students with these disabilities (n = 55).

[3] Values are based on the scores of hearing impaired students (n = 9) and on scores of professors who have taught students with a hearing impairment (n = 24).

[4] Values are based on the combined scores of hearing impaired, speech impaired and cerebral palsied students (n = 14) and on the scores of professors who have taught students with these disabilities (n = 34).

[5] Values are based on the scores of visually impaired students (n = 7) and on the scores of professors who have taught visually impaired students (n = 38).

[6] Values are based on the combined scores of cerebral palsied and wheelchair user students (n = 15) and on the scores of professors who have taught students with these disabilities (n = 28).

APPENDIX 3
Methodological Notes

The goal of the study on which this manual is based was to examine commonly occurring interaction situations involving physically disabled college students and their professors and to identify appropriate and inappropriate interpersonal behaviors by both groups in each situation.

A literature search was carried out and disabled college students [mobility impaired (including wheelchair users), hearing impaired, visually impaired, cerebral palsied] and professors who have taught students with various disabilities were interviewed in order to generate a list of common interaction situations and interpersonal behaviors. Based on this list, a lengthy objective questionnaire was designed. Behaviors of physically disabled students and of professors were included. All items on the questionnaire were rated by 37 disabled college and university students and by 74 professors who have taught students who have a disability. Participants rated, for each situation, how often various behaviors initiated by both disabled students and by their professors occurred. Ten-point scales were used. Participants also rated the appropriateness of each response on 10-point scales. The sample, methodology and results of this study are described elsewhere (Fichten, in press; Fichten, Amsel, Bourdon, & Creti, 1985; Fichten, Bourdon, Creti & Martos, in press).

Situations. This manual includes 28 interaction situations grouped into seven categories: general issues, class activities, time issues, personal issues, third person, special considerations, and grading issues. The grouping of situations was based on logic rather than empirical considerations.

Frequency and appropriateness of behaviors. 196 behaviors, 74 initiated by disabled students and 122 by professors are included. Since most behaviors listed on the questionnaire were rated as having occurred at least occasionally, i.e., had frequency ratings > 2 on a 10-point scale with 1 = very rarely and 10 = very often, none were excluded from this manual. Frequency ratings of professors and disabled students were very similar for most behaviors. Therefore, frequency ratings in this manual represent the mean of students' and professors' ratings [the mean frequency rating of students was 3.95 (SD = 1.2); that of professors was 3.75 (SD = 1.1)].

Appropriateness scores are provided separately for evaluations made by disabled students and by professors. Appropriateness ratings were made on 10-point scales (1 = very inappropriate, 10 = very appropriate). For student initiated behaviors the mean appropriateness rating of disabled students was 5.45 (SD = 1.86, range = 1.91 - 9.43); that of professors was 5.99 (SD = 1.95, range = 1.69 - 9.39). For professor initiated behaviors the mean rating by students was 5.13 (SD = 1.76, range = 1.77 - 8.75); that of professors was 5.38 (SD = 2.06, range = 1.16 - 9.23). Because most of the situations listed are relevant to students with a variety of disabilities, scores are based on ratings made by the whole sample of professors and disabled students. For those situations which involve only specific groups of students (e.g., visually and hearing impaired) the values are based on the responses of only those students who have the disability in question and on the responses of those professors who have taught students with those particular disabilities. These situations are identified in Appendix 2 where the composition of the groups and sample sizes are also indicated.

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